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AUTHOR Fitzsimmons, Stephen J.; And Others
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ABSTRACT

In an effort to identify and prioritize critical issues in rural education, three groups were surveyed: policy makers (N=10 national, 7 state, and 4 local); practitioners (limited to 48 school superintendents from districts randomly drawn by region, with no more than 2 to a given state); and trainers (N=48 trainers with 16 in each of the categories of pre-service trainers, administrative consultants to school districts, and in-service trainers). Results indicated some differing concerns and information needs among the respondents surveyed. All groups wanted to learn how to deal with limited resources; interest in personnel was high across all groups; reorganization, consolidation, and cooperation concerns were highest among policy makers; strong interest was expressed among all groups for curriculum, teaching materials, basic and vocational education, and services; policy makers were moderately interested in student motivation, and there was division in the areas of education for community participation vs education for cosmopolitanism; practitioners were especially interested in obtaining community approval of educational expenditures and policy makers and practitioners were more concerned about parental involvement than were trainers; practitioners were interested in innovative techniques only when applicable to rural restrictions; and policy makers were interested in local power structures. (JC)

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ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

Report No. AAI-76-39

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A Research Agenda for Rural Education: Information Needs and Necessary Initiatives

Mini-Report No. 1

of

EVALUATION AND DOCUMENTATION
OF EXPERIMENTAL SCHOOLS PROGRAM
FOR SMALL SCHOOLS SERVING RURAL AREAS

March 10, 1976

Stephen J. Fitzsimmons
Lorrie I. Stuart
Abby Freedman
Peter H. Desmond

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Robert E. Herriott	Ray B. Wallace	Peter H. Desmond
Contract Manager	Quality Control Reviewer	Management Reviewer

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PREFACE

This report constitutes the first in a series of Mini-reports to be submitted by Abt Associates Inc. under contract with the National Institute of Education for the evaluation and documentation of the Experimental Schools program for small schools serving rural areas. Each mini-report will be designed to deal with a particular issue in a manner useful to a specific audience. These reports of circumscribed scope and audience serve to complement the larger and more comprehensive final reports being submitted by the major studies of the contract.

Mini-report Number 1 describes the information needs of policy makers, practitioners, and trainers in rural education as these were expressed through a series of small-sample surveys conducted by Abt Associates in the spring of 1975. A more extensive report of this survey was provided to NIE as part of the Technical Appendix to the Final Project Plan, submitted on July 21, 1975, although the present report contains additional analysis of these data. This report has been prepared in the form of a journal article for educational policy makers. It is anticipated that it will be submitted to an appropriate educational journal for broad dissemination. The length of this report and style used have been selected with such publication in mind.

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55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100

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Mini-Report No. 1

ABSTRACT

Severe problems face rural schools which are aggravated by lack of an equitable national policy toward rural America. Positive action with appropriate priorities, based upon sound research, is needed to improve rural schooling. This article reports the results of surveys conducted with members of three groups in the system of rural education: policy makers, practitioners, and trainers. For each area, respondents listed critical problems and stated what information they needed in order to deal with these problems. Findings are presented with respect to the areas of school administration, pupil concerns, and community-school relations. Implications are then discussed for appropriate actions for policy makers, practitioners, trainers, and researchers.

A RESEARCH AGENDA FOR RURAL EDUCATION: INFORMATION NEEDS AND NECESSARY INITIATIVES[1]

Stephen J. Fitzsimmons, Abby Freedman, Lorrie Stuart, and Peter Desmond

Abstract

Severe problems face rural schools which are aggravated by lack of an equitable national policy toward rural America. Positive action with appropriate priorities, based upon sound research, is needed to improve rural schooling. This article reports the results of surveys conducted with members of three groups in the system of rural education: policy makers, practitioners, and trainers. For each area, respondents listed critical problems and stated what information they needed in order to deal with these problems. Findings are presented with respect to the areas of school administration, pupil concerns, and community-school relations. Implications are then discussed for appropriate actions for policy makers, practitioners, trainers, and researchers.

PROBLEM

More than one-quarter of the United States population in 1976 resides in rural areas. By themselves, rural residents are equal in number to what would be the eighth largest country in the world. Even with the consolidation of American school districts from 118,000 in 1940 to less than 18,000 in 1971, more than half of the school districts of America are serving rural pupils (U.S. DHEW, 1971). One would think, given these statistics, that the U.S. government, state governments, and the community of

educational scholars would pay a great deal of attention to the resources, needs and quality of education in rural communities; that rural schools would make up an important constituency of the American educational establishment. Examination of certain facts, however, suggests that this is not at all the case.

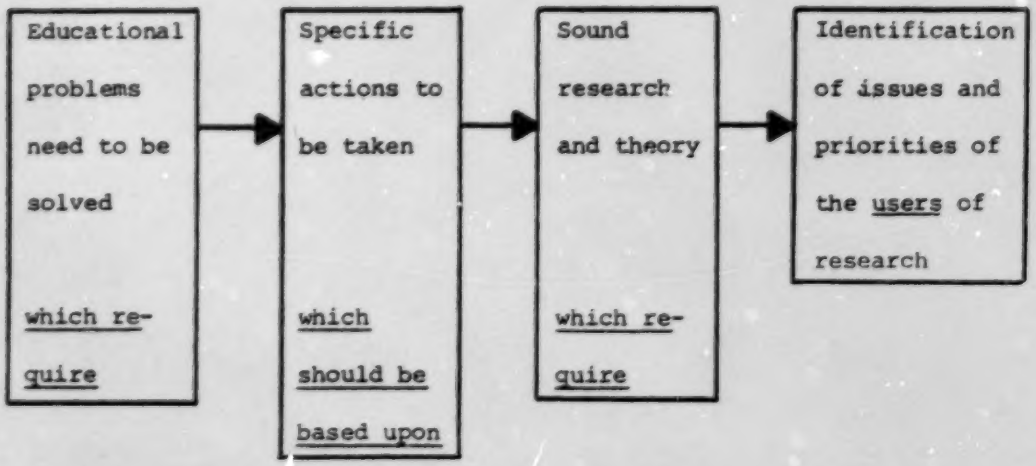
Illiteracy rates among rural adults are nearly twice those found in metropolitan areas; over two million rural adults had less than five years of schooling in 1970. For minorities, comparable figures are even worse--24.1% of the Black population has left school by the fifth grade, and the figures for Mexican-Americans and American Indians are even higher. (Rural America, Inc. and Rural Housing Alliance, 1975:38). According to the President's Commission on Rural Poverty, "The extent to which rural people have been denied equality of educational opportunity is evident from both the products of the educational system, and the resources that go into that system." (1967:41).

In order to understand the relatively disadvantaged position of rural education, one must recognize that it is not only the schools which suffer by comparison to their metropolitan counterparts--rural communities in general appear to have been the recipients of a policy of "benign neglect." Analysis of federal allocations over the past decade reveals that rural communities receive far less than their fair share (in proportion to their population) of budget expenditures in most program areas--education, housing, economic development, health, etc. (Rural American, Inc. and Rural Housing Alliance, 1975).

Rural schools, like everything else rural, have suffered from a severe and protracted lack of attention. The lack of policy orientation nationally, at the state level, and locally has contributed to what could be described as

a "non-system" of rural schools. That is, many actors make up the system of rural education, but they generally appear to have only limited communication with one another. For example, isolated decisions are often made at the federal, state, or local levels (e.g., matters of school consolidation, funding of remedial education programs, or teacher training), with only limited awareness of the needs, concerns, and priorities of the other actors.

When actions are taken to deal with the pressing problems of rural education, however, they should be based on sound theory and research. Without these, it is difficult to forecast what effects different programs will have, or which programs might have the greatest "leverage" as ways to improve rural education. But for years, there have been complaints about the inadequacy or irrelevancy of much educational research to the problems of education. One reason may be that many individuals directly involved in day-to-day rural education have had little opportunity to express their concerns and state what types of information they need. Thus, we have a progression as follows:


Educational problems need to be solved
which require
Specific actions to be taken
which should be based upon
Sound research and theory
which require
Identification of issues and priorities of the users of research

To find out what information those involved in rural education wish to have, and what problems they face, we undertook a survey of various groups involved in rural education in America. It was hoped that such a survey could achieve a number of objectives.

The survey could provide members of specific groups (such as teachers or federal officials) with a better idea of what problems or information needs face other members of their own group.

The survey would allow individuals in one group (such as researchers) to learn about the information needs and concerns of members of other groups (such as policy makers).

Finally, the survey could provide information as to the relative priorities of concerns among the various groups to help improve both policy and research.

DESIGN

Organization of Concepts

In preparation for the survey two important questions were considered: What are the various groups involved in rural education? What are the key parameters of rural education?

Five groups could be identified. At the most fundamental level, the persons directly involved in the education process can be called the clients of education. These include students, parents, and other citizens of the community. Closely associated with this group are the providers of education, or practitioners. At the local community level, they consist of administrators, counselors, and teachers. This group also includes individuals working with intermediate service agencies who are concerned with improving educational practice.

In addition to clients and practitioners, a third group can be identified as those who serve as trainers of educators. Some are involved in the pre-service training of administrators, teachers and counselors (e.g.,

in the colleges and universities); others provide services such as management and organization assistance to the administrators of school districts; still others are involved in providing ongoing training (in-service trainers). A fourth group of educational actors are policy makers. These persons are found at the local and regional level (e.g., school officials and members of private interest organizations), the state level (e.g., in executive agencies and in legislatures), and at the national level (e.g., in executive agencies, in the Congress, and among various national, non-governmental agencies such as the National Education Association). Finally, a fifth group can be referred to as researchers. These persons are found both in traditional educational research settings and in the various social sciences. It is immediately evident not only that these groups are frequently located in different parts of the "education system" but they also may have very different priorities regarding what is important to them.

Under what parameters could the varying concerns of these groups be classified? A priori, there is probably no one best system; but it makes sense to establish some conceptual framework to ease the organization of issues into useful decision making spheres. One such framework is the following set of concerns:

Issues of administration and organization of rural schools;

Issues of pupil development and pupil instruction; and

Issues pertaining to the relationship between schools and the communities they serve.

These parameters are sufficiently broad, and collectively inclusive, to organize findings concerning rural educational needs into areas useful to decision making.

It should be noted, however, that these parameters are not seen as "static." These three major focal points of rural education — schools, pupils, and community — all appear to be in the process of change.

Schools, especially in recent years, have undergone organizational change (e.g., consolidation). Curricular changes (e.g., in relation to content and teaching processes) have affected pupils, who themselves are undergoing changes in terms of their career aspirations, mobility characteristics, and general life goals. Communities are undergoing changes in population composition and characteristics, economic base, values, and relationships with the outside world. Changes are also occurring in the relationships of school and local community (e.g., parental involvement in decision making, referenda for new funds).

Selection of Groups to Survey

Since the survey process was seen as a preliminary investigation of rural education, it was decided to focus on three groups: policy makers, practitioners, and trainers. This choice was not intended to slight either the clients of the school system or the researchers; rather, at this early stage, it was hoped to obtain information from those who most directly affect the nature and quality of rural education. For each of the three groups, the substantive interests, population characteristics, sampling procedures, and the data sought differed. Hence, summaries of the study approaches adopted are presented below for each group. All interviews were completed in the Spring of 1975.

The Survey of Policy Makers

To help guide the survey of policy makers, a review of the public policy literature was undertaken (Dahl and Lindblom, 1966; Gottlieb, 1970; House and Tyndall, 1975; Lindblom, 1966; Rossi, 1970; Sisson, 1975; Theil, 1965; and Tinbergen, 1966). Not only did the review of policy issues in education and in the broader area of human services help formulate questions, it helped identify who the policy makers are. Three distinct subpopulations were selected to be surveyed: policy makers at the national, state, and local or regional levels.

Respondents

Given the diversity and the geographic dispersion of policy makers, it was decided that "snowball sampling" would be the most appropriate procedure for selecting respondents. Hence pre-survey interviews were held with federal and state officials, academicians, and others to draw up a list of persons in each of the three subpopulations who were interested in policy issues relevant to rural education. An initial list of six persons included federal agency officials and congressmen who had introduced legislation on rural education and persons who had operated educational programs in rural areas or written journal articles on rural education. When interviewed, they were in turn asked to suggest the names of five other persons interested in rural educational policy issues; from this second list, a further set of respondents was selected.

While it was necessary to conduct interviews of individuals at all three levels -- national, state and local -- no predetermined number of respondents was formally established. Rather, it was decided that a reasonable cut-off point would be reached when additional interviews were simply not yielding new information about issues important to policy makers. Interviews were ultimately conducted with 21 policy makers: 10 national, 7 state, and 4 local.[2]

Data Collection and Analysis

The policy makers were asked what critical issues face rural education today; what changes are necessary in the areas of administration, pupils, and communities; and what level of government should bring about needed change. In addition, they were asked to state their priorities for information in each area.

Analysis of data was straightforward. The questions were generally open-ended, but the interviewer filled out a uniform response sheet for

each respondent. Responses were classified in terms of basic area of concern (i.e., pupils, school districts, community), type of concern (e.g., finance, resident participation, curriculum), and type of decision implied (e.g., federal/legislative, local/fund allocation). The issues of greatest importance to each group of policy makers were determined by the frequency with which they were mentioned, the priority given the issues, and the contents of the various responses. (Similar analytic techniques were applied to the responses of practitioners and trainers.)

The Survey of Practitioners

A general review of the literature concerning evaluation — in educational and other human service organizations — was undertaken to help orient the survey to the types of concerns which could be dealt with (Alkin, 1969; Bloom, et.al., 1971; Campbell, 1969; Cohen, 1970; Freeman and Sherwood, 1965; Glass, 1972; Glennan, 1969; Stuffelbeim, 1968, Weiss, 1972; and Wholey, 1970).

Respondents

Given cost constraints, it was decided to limit the respondent population of this survey to school superintendents. Three considerations led to this decision. First, of all individuals in a school district, the superintendents, on the average, have had the most frequent contact and experience with these various roles. Second, in many aspects of rural schooling, the superintendents are the key decision makers. Third, in this way more districts could be included in the sample, since fewer interviews per district meant a greater absolute number of districts.

A typical cross-section of small rural districts in the United States was considered desirable, excluding all districts with very large population and small districts located in the suburbs of metropolitan areas. Census data indicate that there are slightly more than 7,000 such districts. This universe was stratified by four geographic regions. Districts were then randomly drawn by region; no more than two to a given state were chosen for inclusion in the sample. Forty-eight superintendents were interviewed.[3]

Data Collection and Analysis

An important consideration in constructing the interview schedule was to distinguish among the different interests of various actor groups. Questions had to be structured so as to avoid confusion. The superintendents were asked to identify the major issues in the areas of administration, of pupils, and of communities faced by themselves, by teachers, and by school board members of their school districts. After each question, they were asked what information on that topic or issue would be useful to them; to teachers; and to school board members. General questions on information needs followed. Content analysis was used to analyze the data obtained from this survey.

The Survey of Trainers

To help guide the trainer survey, appropriate literature from educational and human services evaluation was reviewed (Berk and Lumsdaine, 1974; Freeman and Sherwood, 1965; Greenberg, 1968; Guba, 1969; Muskin, 1973; Rossi, 1966; Scriven, 1967; Stake, 1967; Suchman, 1967; Weiss, 1967; Weiss, 1971; and Weiss and Reen, 1969). Discussions with rural educators also proved useful. Three generic groupings of trainers were established: deans of colleges of education (pre-service trainers), administrative consultants to school districts, and in-service trainers.

Respondents

A universe of trainers, per se, was not formally identified in this sample. Rather, it was decided to ask sampled superintendents where their teachers were educated and who provided in-service and consulting services to their districts. This procedure yielded a diverse list of trainers, from which respondents in each of the three groups were randomly drawn. The resulting national distribution was similar to that of the superintendent sample. Interviews were conducted with 48 trainers, 16 in each category.[4]

Data Collection and Analysis

The major concern in this part of the survey was to relate systematically the needs of trainers to the overall structure of the other survey interviews being conducted. Therefore, trainers were asked questions regarding administration, pupils, and communities. In order to allow trainers to further identify areas of particular interest, there was one entirely open-ended question on other interests which they might have. Content analysis was also used with these data.

FINDINGS

This section presents the findings for each of the three groups surveyed. Comparisons among these groups and conclusions will be presented in the following section.

Findings on the Information Needs of Policy Makers

The findings obtained from each group of policy makers are presented in Table 1. Since the sample is limited to 21, and a snowball as opposed to a random drawing procedure has been utilized, Table 1 indicates only whether the frequency with which specific issues were raised was high (H), moderate (M), or low (L) within each group. We will now examine those areas of greatest interest to policy makers.

Table 1

Areas of Policy Makers' Concerns about Administration, Pupils, and Community-School Relations

(N=21)

(N=National; S=State; L=Local)

Information Area	Frequency cited for each group		
Administration	N (N=10)	S (N=7)	L (N=4)
1. Shortage of Funds	H*	H	H
2. Comparative Financial Data/ Equity of Distribution	H	M	M
3. Transportation Costs	M	M	H
4. Tax Base	M	M	M
5. Consolidation/Regional Units	H	H	M
6. Teacher Quality, Certification	H	M	M
7. Administrator Quality	M	M	M
8. Local Leadership Quality	L	M	M
9. Decentralization	L	L	L
Pupils			
1. Broader Curriculum	H	H	M
2. Relevance of Curriculum to Local Situation	M	M	H
3. Vocational Education	H	M	L
4. Range, Adequacy of Services	M	M	M
5. Innovative Programs	M	M	L
6. Cosmopolitan Curriculum	M	M	L
7. Preparation for Adult Life	M	M	M
8. Pupil Motivation	M	M	M
9. Technology in Classroom	M	L	L
10. Student Rights	L	L	L
11. Solid Academics	L	L	L
Community-School Relations			
1. Closer Ties Between School, Community	H	H	H
2. School Use of Local Resources	H	H	H
3. Community Use of School Resources	M	M	H
4. Parent Involvement/Decision Making	M	M	M
5. Demographic, Economic Data	H	M	L
6. School Helping Solve Community Problems	L	L	H

*H=High frequency (>50%); M=Medium frequency (25-50%); L=Low frequency (<25%)

In the general area of administration and organization of rural schools, policy makers at all levels identified finance as a critical problem. They wished to obtain comparison data on urban and rural schools, and information on per-pupil expenditures and funding techniques in different states. At all levels, policy makers were concerned with the limited real estate tax base of rural districts, the high cost of transportation, and the equity of distribution of funds, both within and among states. On the local level, some policy makers wanted to know what proportion of Title I monies actually went toward student services rather than operational costs, a practical consideration.

Although it was felt at all levels that small rural schools do not offer adequate services, respondents (especially at the local level) were aware of the disadvantages of distant consolidated schools, particularly in terms of transportation costs. Many national and state policy makers called for some sort of regional units within states in which small schools could share purchases and services; a local policy maker wanted cooperatives which shared services and resources. Several respondents on the national and state levels called for a study comparing the effectiveness of large and small schools.

There was general concern with the low quality of teaching and its irrelevance to the rural situation. Problems of training, tenure, and turnover were constantly cited. Some national policy makers wished to learn what incentives exist for teachers to work in rural areas. Local policy makers thought that the rural environment is not stimulating to teachers and that certification requirements discourage creativity. Some state policy makers called for an analysis of how to formulate more realistic certification requirements.

Administrators as well as teachers came under fire. For instance, some local policy makers pointed out that in small communities the school is often the largest employer. In the resulting competition for jobs, administrative positions become part of the state or local political patronage system; administrators who have little interest in education sometimes hold the decision making positions. Local leadership in general was often considered poor.

In the area of pupil development and pupil instruction, policy makers at all levels thought that curriculum is not relevant enough to the community setting and is too narrow in scope. Many thought that more vocational education programs specific to the needs of the local community should be offered. Some respondents also felt that students should be offered a wider range of services, such as increased library and laboratory facilities. These policy makers wanted information which could help them assess the quality of education being provided to rural students; they specified needs assessments, evaluations of innovative techniques, and information about demonstration programs.

Though a number of decision makers at both national and state levels called for a more cosmopolitan curriculum and were concerned about the needs of students who will migrate to urban areas, those at the local level were concerned that curriculum help reduce migration by teaching local values and vocations. This tension between the modern urban and the traditional rural ways of life was also felt at the national and state levels, and may account for contradictory needs expressed by different policy makers at these levels.

Several policy makers described students as bored or disaffected. A contributing factor cited was, again, the irrelevance of the curriculum

to rural conditions; a local policy maker suggested that the college-oriented curriculum led to high dropout rates.

In the area of community-school relations, national, state, and local policy makers wished for closer ties between schools and the communities they serve. For instance, some state policy makers suggested that schools should be more involved in local industry and local economic activity, and should use the community to overcome curriculum shortcomings or for vocational programs. A few respondents felt that community resources are often poor and that the range of occupations represented in the community is too narrow to be useful in the curriculum. But local policy makers suggested a variety of resources that could be of educational value, such as local crafts, culture, and history.

Some respondents at all levels proposed that school facilities be used by the community for recreation and for meetings. Furthermore, local respondents called on the school to be more active in solving local problems.

Policy makers in general were concerned with how the power structure in the community affects educational change. They wanted to find out how responsive rural school boards, administrations, and staff are to the aspirations and needs of rural people, and what patterns are successful in getting parents involved in educational decision making. Some blamed the authoritarian school structure for parent alienation.

Poor community social conditions -- low income levels, lack of adequate housing and clothing, poor health care -- and declining population also have a negative effect on rural education. National policy makers wanted a wide range of statistical/economic information for rural

communities, as well as more information on rural life in general.

Policy makers were also asked what level of government should be involved in educational change. It was widely felt that the local level should initiate changes; when this was impossible (e.g., due to poor local leadership), the other branches should step in. The federal and state levels were variously assigned leadership, policy making, or regulatory roles. Either or both were called upon to supply funding. And intermediate structures were suggested, either in the form of state-local cooperation or of a decentralization of federal agencies.

When asked what branch of the federal government should be involved, policy makers felt that the legislative branch should provide funds for model projects, research, or services, and that it should equalize services between urban and rural schools. The judicial branch should assure equity of fund distribution, enforce legislation, and protect minority rights. The executive should propose innovations or merely implement legislation; provide leadership or furnish financial support. and various policy makers felt that particular branches should not be involved at all.

Findings on the Information Needs of Practitioners

As previously mentioned, each of the 48 superintendents interviewed stated his own needs for information as well as his perceptions of what information was needed by teachers and by school board members. Table 2 provides percentages of responses sited for each of the three groups.

Table 2

What Rural School Practitioners wish to know about Administration, Pupils, and Community-School Relations, as Reported by District Superintendents (N=48)

(S=Superintendents; T=Teachers; and, B=School Boards)

Administration and Organization	Percentage cited for each group		
	S	T	B
1. Finance/budget*	41.7	35.4	50.0
2. Collective bargaining/ negotiations	16.7	12.5	22.9
3. Personnel policies	8.3	12.5	12.5
4. Statistical comparisons	6.3	8.3	14.6
5. Transportation	10.4	4.2	14.6
6. Alternatives to traditional education	8.3	8.3	12.5
7. Salary comparisons	6.3	10.4	10.4
8. School board policies and procedures	2.1	2.1	18.8
9. Teacher evaluations	4.2	12.5	6.3
10. Organization of grades	6.3	6.3	8.3
11. Administrative concerns	8.3	2.1	10.4
12. Declining enrollment/ consolidation	10.4	0	8.3
13. Use of paraprofessionals and aides	6.3	6.3	6.3
14. Cooperation among school districts	6.3	6.3	4.2
15. Accountability	4.2	6.3	6.3
16. Student/teacher ratios	4.2	6.3	4.2
17. Legal/court decisions	2.1	2.1	6.3
18. Facilities	4.2	2.1	0
Pupils			
1. Curriculum and teaching materials	27.1	31.3	29.2
2. Vocational and career education	20.8	20.8	22.9
3. Basic education (reading and math)	12.5	18.8	16.7

Pupils (cont.)	Percentage cited for each group		
	S	T	B
4. Scheduling	14.6	12.5	12.5
5. Special education	10.4	12.5	12.5
6. Student motivation/ dropout problems	8.3	12.5	12.5
7. Diversification and broad-based programs	10.4	10.4	10.4
8. Innovative programs	10.4	8.3	8.3
9. Measurement of student achievement	6.3	10.4	6.3
10. Sociological/ cultural	2.1	12.5	6.3
11. Discipline	8.3	6.3	6.3
12. Individualized instruction	6.3	8.3	6.3
13. Student rights	4.2	4.2	6.3
14. Services provided	2.1	6.3	2.1
15. Comparisons of programs	0	4.2	2.1
Community-School Relations			
1. Public relations/ communications	45.8	39.6	45.8
2. How to use community resources	25.0	25.0	22.9
3. How to stimulate parent involvement	22.9	20.8	20.8
4. Cooperative town/ school programs	8.3	6.3	8.3
5. Use of volunteers	6.3	6.3	6.3
6. How to better serve the community	6.3	4.2	4.2
7. Adult education programs	4.2	4.2	4.2

In the area of administration and organization, superintendents judged all three practitioner groups to be most concerned with financial matters, especially school board members. Among financial concerns mentioned were how to get school budgets passed and how to deal with funding cutbacks. Some respondents were interested in information about sound budgeting procedures. Others wished to have data on how various rural school systems compare with regard to per-pupil expenditures.

Issues of collective bargaining and negotiations were judged to be of second highest interest overall. Needs were perceived for information on bargaining methods as well as comparative information on contracts and tenure.

Teachers were viewed as most interested in information about personnel policies (e.g., staff development, tenure regulations) and teacher evaluations. Board members were considered to be quite interested in school board policies and procedures and in statistical comparison data. None of these topics were of as much concern to the superintendents themselves. With regard to transportation, administrative concerns, and the issue of declining enrollment and consolidation, the superintendents perceived school board members as sharing the superintendents' rather strong concerns; teachers, in contrast, were perceived as having little or no interest in these matters. Overall, board members were considered to be the most interested in administrative matters.

With regard to pupils and pupil programs, superintendents perceived consensus on the strong need for information about curriculum and teaching materials, and about vocational and career education. Information on curriculum thought useful included how to provide electives such as music and art in districts with limited enrollment, and how to obtain curriculum

guides or information on the scope and sequence of curricula in other school districts.

As to vocational education, practitioners wanted to receive follow-up studies on vocational education students in order to determine what programs prove most successful for these students in later life. They also wanted to know how to meet equipment, space, and personnel needs for career education in small school systems.

Information on basic education perceived as being of special interest to teachers included such topics as methods for helping low achievers in reading, new approaches to teaching reading and math, and information on documented successful basic education programs. Teachers were also seen as rather strongly interested in information on sociological and cultural factors affecting their students. Overall, teachers were considered to be the group most interested in pupil questions; superintendents considered themselves the group least interested in this area.

No contrasts appear in the area of community-school relations. All groups were perceived to be interested in methods of communication with the community, whether with regard to school budgets or student achievement. As to use of community resources, respondents wished to learn how to use people in the community as auxiliary teachers; how to attract material and personnel resources from the community; and what types of resources are used by other school systems.

Findings on the Information Needs of Trainers

In total, 48 trainers were interviewed; 16 Deans, 16 Consultants, and 16 In-service trainers. Table 3 contains frequencies and percentages of responses for each of the three trainer groups.

Table 3

What Trainers of Rural School Practitioners Wish to Know about Administration, Pupils, and Community School Relations (N=48)

Information Area	Frequency cited for each group			
Administration	DEANS (N=16)	CONSULTANTS (N=16)	IN-SERVICE TRAINERS (N=16)	TOTAL (N=48)
1. Teacher-Related	62.5	50.0	50.0	54.2
2. Funding/Budgeting	31.3	56.3	56.3	47.9
3. Administrator-Related	18.8	31.3	43.8	31.3
4. Cooperation Among Districts	25.0	43.8	6.3	25.0
5. Reorganization/Consolidation	25.0	25.0	18.8	22.9
6. Organizational Patterns	6.3	12.5	12.5	10.4
7. No Interest	25.0	0	6.3	10.4
8. School Board-Related	12.5	0	12.5	8.3
9. Population Trends	6.3	6.3	6.3	6.3
Pupils				
1. Course Offerings	43.8	31.3	43.8	39.6
2. Innovative Programs	56.3	25.0	37.5	39.6
3. Vocational/Career Education	25.0	50.0	37.5	37.5
4. Preparation for Future Life	31.3	6.3	37.5	25.0
5. Special Education	12.5	31.3	18.8	20.8
6. Supportive Services	0	12.5	25.0	12.5
7. Rural vs. Urban Children	12.5	12.5	12.5	12.5
8. Post-High School Trends	18.8	12.5	0	10.4
9. Cultural Factors	12.5	12.5	6.3	10.4
Community-School Relations				
1. School Use of Community Resources	43.8	25.0	62.5	43.8
2. Community Use of School Resources and Facilities	18.8	31.3	25.0	25.0
3. Joint School/Community Programs	12.5	18.8	25.0	18.8
4. Public Relations	12.5	18.8	25.0	18.8
5. No Interest	25.0	12.5	0	12.5

Within the first of the three broad areas, administration and organization, over half of all trainers were interested in information related to teachers, and interest was uniformly high across all three groups. Information was requested on methods for training teachers, evaluating their performance, and increasing their effectiveness and satisfaction. Interest was also expressed in what motivates teachers to go into rural areas, and what kinds of preparation they have.

Except for college deans, trainers were even more interested in such funding and budgetary questions as how to obtain funds from other than local sources and how to help school districts cope with the problems of limited resources.

In-service trainers were strongly interested in administrator-related questions such as how administrators are trained and what previous experience they bring to their jobs. They wanted information on the precise duties of rural school and school district administrators, on methods of dealing with administrative turnover, and on available in-service training useful to administrators. The administrative consultants, somewhat surprisingly, were not quite as interested in information about administrators; however, their strong interest in inter-district cooperation is understandable. It was found that they view such cooperation as a pressing need of the districts in which they have worked. In-service trainers may perhaps have been interested in administrator-related matters because they are hired by local administrators.

Overall, college deans were the trainer group least concerned about administrative matters. Rather, they were interested in the area of pupils and pupil concerns, and they expressed particular desire to receive information about innovative programs (such as open classrooms, mini-courses, and team teaching) and course offerings. The latter interest

they shared with the other trainers; information was sought about individualized instruction techniques, courses specifically tailored to the needs of rural students, and diversification of programs given limited resources.

In-service trainers were concerned both with vocational education and with the preparation of pupils for future life. Opinions varied as to whether students should be prepared for urban life, or whether pupil programs should be structured so as to discourage outmigration. Though consultants were also quite interested in vocational education, they appeared to have little interest in pupils' preparation for future life, a curious contrast. Apparently their concern with career education was largely administrative.

In-service trainers had the highest number and broadest range of responses in the area of community-school relations. With regard to school use of community resources, in-service trainers (and college deans) wanted to learn how to solicit support from local industry; how to determine what resources (e.g., social or medical agencies) exist in the community, and how to coordinate schools' use of these resources; and how private citizens in the community might contribute to school operations (e.g., as volunteer teachers or advisors to the administration). Community use of school resources was of less interest, but respondents wanted to know what school facilities and personnel the community could most profitably use, and how the schools might best facilitate and monitor such use by the community.

SUMMARY AND CONCLUSIONS

It is apparent from the survey results that the various actor groups in rural education have different concerns and different needs for information. Some of the differences within each group have been traced; below,

the needs and concerns of policy makers, practitioners, and trainers are compared.

Administration and Organization of Schools and Sc. l Districts

All three groups wanted to learn how to deal wit the problem of limited resources. Practitioners may have been more concerned with such immediate matters as sound budgeting procedures and the community's resistance to taxes. However, they were as interested as members of other groups in obtaining information comparing per-pupil expenditures and taxation systems of different states, and of rural vs. urban school districts. Policy makers were especially concerned about the equity of funds distribution between and within states. In addition, policy makers and some practitioners were distressed by the high cost of transportation.

Interest in personnel, especially teachers, was high across the groups. Policy makers and trainers may have been more concerned about teacher motivation, preparation, and evaluation, but practitioners were keenly interested in collective bargaining and negotiations. Interest in administrators was also fairly high among trainers, less so among practitioners. Both trainers and practitioners were interested in the training, experience, and duties of administrators; policy makers were also concerned with the unresponsiveness of administrators to the community.

Finally, concern about reorganization, consolidation, and cooperation among districts was expressed more strongly by policy makers and trainers than by practitioners.

Pupil Development and Pupil Instruction

Strong interest was expressed at all levels in questions of curriculum, teaching materials, basic education, vocational education, and

services. Of course, these matters are the basic concerns of education in general. But when it came to issues of relevance (of great importance to policy makers) and preparation for future life (of interest to policy makers and trainers), opinions were divided. Some felt that courses should be cosmopolitan and prepare students for the urban world; others believed that schooling should inspire students to stay in the community. Policy makers called for studies assessing the needs and aspirations of rural students, the effectiveness of rural education, and migration patterns to provide concrete information.

Another theme running through the respondents' requests for information concerned what courses could be offered, given the limitations of personnel and money in rural school systems. For instance, practitioners were not interested in innovative techniques for their novelty value, but for their applicability to the restricted conditions of rural education.

Finally, policy makers and practitioners were moderately interested in student motivation and dropout problems.

School-Community Relations

Respondents wanted information on what local resources could be used in the educational process. To a lesser extent, they wished to share school facilities with the community. General interest in cooperation was almost universal, with policy makers wishing to know how schools could help to solve community problems.

Practitioners were especially interested in obtaining the community's approval of educational expenditures. Policy makers and practitioners were more concerned with parental involvement in decision making than were

trainers, and policy makers particularly wanted information on the power relations in the community.

Policy makers wanted a great deal more economic, demographic, and other information on rural communities than did the other two groups.

What Should be Done to Satisfy These Information Needs?

Given what has been learned, our final concern is with what ought to be done by various actors in a position to provided needed information. The actions recommended below appear both to be feasible and to be of relatively high priority for the groups concerned.

Action by Policy Makers

At the federal level it would seem reasonable for the U.S. Office of Education to establish a section with special concern for Rural Education Programs. Similarly, the National Institute of Education could establish a section with special concern for Rural Education Research. Such actions would imply a commitment by both agencies to redress the existing inequities experienced by rural schools. They would also be consistent with the intent of Congress, which called for more equitable allocation of federal aid to rural communities in all program areas, both in the Agricultural Act of 1970, and in the American Redevelopment Act of 1972.

An extremely valuable document could be prepared by the federal government concerning "Education in Rural America"--highlighting, in a concise but comprehensive report, factual information on demographics, pupil characteristics, school system operations and budgets, teaching approaches, and community needs. With effective analysis and dissemination, it would provide much needed knowledge about rural education.

The federal government could further benefit rural schools by preparing, publicizing, and distributing a "Rural Schools Policy Book," clarifying federal policies and guidelines, research direction, funding

sources, and technical assistance available and applicable to rural schools. Similar handbooks were developed by the Congress and the Executive in connection with the community assistance programs of the 1960s. Such a handbook would be valuable to federal legislation, to state agencies and to local school districts. The current absence of such integrated information means that extraordinary levels of entrepreneurship are required by individual districts that wish to improve their education through external support.

Since all actor groups indicated concern over financial questions, federal agencies could canvass state agencies (and they, in turn, the local school districts) in order to better understand school financing and alternative budgeting models being used by rural schools. School accounting in this area is notorious for its poor quality, and better standards are desperately needed; a potential for federal contribution exists here.

One area of major funding problems has been clearly identified and should be examined: consolidated school districts encompassing large geographic areas are plagued by high transportation costs, both financial and human. In light of this (and other problems associated with consolidation), the policy of consolidation itself deserves reexamination.

Policy makers would do well to examine what mechanisms of citizen participation are most effective, and to find out what parents and students in rural districts want from their schools. It is not apparent that the districts are responding to their wishes, and there is some evidence to the contrary. Clearly, not all districts are dictatorial in their character; some complain of the difficulty of increasing resident interest and involvement. In any case, many of the districts that have failed to get school bond issues passed probably have poor communications with citizens.

Finally, more intensive study of a variety of rural educational issues, programs, practices, and problems would shed light on how to improve rural schooling. The federal government could considerably expand its rural research emphasis (within the envelope of existing educational research dollars). This will be spelled out in more detail below.

Action by Practitioners

Although superintendents of the many rural school districts appear to have uniform concerns, they do not seem to have had much influence on state or federal policy makers. The aggregate of rural school systems should, if possible, develop a constituency to lobby in the Congress or state legislatures, something approximated by the recently established Rural America, Inc. and Rural Housing Alliance. Two steps together -- federal agency emphasis on rural education and external political muscle -- would potentially make efforts to deal with rural educational problems much more viable.

Irrespective of whether rural districts can mobilize as a political force, superintendents should tell state and federal agencies what the effects of consolidation on their districts have been, how rural schools differ in needs from urban ones, and what their greatest needs are for funding and for research. For instance, practitioners could urge state education agencies to fund demonstration programs of a broad range with "capacity building grants."

Practitioners would be immeasurably aided in these efforts if they received assistance from state agencies. Alternatively, education R and D labs and centers could play an important broker role--helping to initiate

and coordinate such efforts at the local level (as well as perhaps providing appropriate reports to USOE).

Practitioners have an obligation to communicate their ideas to colleges concerning what rural teachers and administrators need to be taught and what characteristics colleges should be screening for in selecting teacher and administrator candidates. In this manner, persons subsequently employed by the schools might be better able and willing to meet rural needs.

A high-priority step implied for practitioners locally would be to concentrate attention on improving their school's curricula -- especially with respect to basic skills training and vocational education. An adequate education must be provided both to students who will emigrate to urban areas, and to those who will remain in rural areas during their adult life. Again, educational R and D centers could clarify what types of programs are needed, foster demonstration programs, and influence federal policies concerning funding for such programs.

A final step would be for practitioners to increase their efforts to inform parents about school policies, and to solicit their opinions via school board meetings, local surveys, and citizen meetings.

Action by Trainers

Trainers represent an "in-between group." They could perform a number of broker functions, similar to the educational R and D centers. Suggestions that college deans may have on how to improve teacher training for rural schools are needed by the federal government. Moreover, college deans' perceptions of the decision making processes in local school operations would be of interest to federal policy makers (whether transmitted through journals or directly communicated to NIE and USOE).

In-service and consultant trainers can themselves advise universities

on the needs for training of future teachers. There would appear to be a need for some "market research" on the part of the universities to determine what they should be doing vis a vis recruitment, training, and placement of rural teachers and administrators. They could also suggest to school boards better procedures for working with the community and informing residents of ways to play a more responsible and influential role in school decision making processes.

Many types of training are required by local districts from In-service and consultant trainers. Based upon what practitioners told our interviewers, topics for such training can include: community needs assessment; exploitation of community resources; community participation; assessment of changing student needs; making teaching methods and curricula more relevant to student needs; achieving effective consolidation; greater use of regional centers; provision of school facilities for community use; ways to reduce turnover among younger teachers; leadership development; improving parent involvement; how to get school budgets passed; better resource allocation planning; collective bargaining procedures for teachers and for school boards; staff development planning; curricula for teachers; methods for working with slow learners; and ways to improve communications with the universities that train their future staff.

Action by Researchers

Researchers can be involved in many aspects of the actions discussed above. Whether working with federal policy makers, in regional labs or universities, or as part of ameliorative action programs, they have considerable latitude in what they can pursue. Four areas of research can be described from this study: policy related, practitioner related, trainer related, and client related. The focus here will be first on topical areas of research. Our presentation closes with some observation on the way in which such research may most fruitfully be pursued.

From the perspective of the policy maker, important topics include: analysis of independent variables in post-graduation emigration to urban areas; evaluation of demonstration programs involving alternative "models" of rural education programs; effects of student aspirations on curriculum development; follow-up studies on students of different abilities; and, studies of the effectiveness of alternative evaluation procedures.

Research concerns of the practitioner also lead in a variety of directions. These include research on: better use of school and community resources, including industry, agribusiness, social and health services, and tax base dollars; better models of school district organization and administration; sharing of school services in larger districts; improved accounting approaches to school budgeting; more cost effective transportation programs for larger districts; research on the effects of the education title programs; follow-up of students in special vocational education programs; and procedures to improve curricula. An area which needs some attention is the evaluation of the effectiveness of textbooks which analyzes different approaches taken to presenting materials.

Trainer interests which seem to call upon the skills of researchers include such topics as: what motivates people to enter rural education as a career, and to stay in one place rather than changing school districts for employment; what do rural pupils want out of schools; what are the most effective teaching schedules; and what is the relevance, effectiveness, and efficiency of alternative program innovations to rural schools (e.g., open classrooms, schools without walls, mini-courses, team teaching, basic skills packages, individualized instruction, fine arts curricula, and special instruction).

For the clients of education--students and their parents--various topics are also suggested. For example: roles for parents in school planning, ways

of selecting the most effective textbooks, and better assessment of pupil needs. Clients will also be benefited (at least indirectly) by research on community concerns: better exploitation of community resources, contribution to community areas of need, citizen participation, procedures for use of tax dollars, and effective floating of bonds.

Researchers interested in supporting policy makers, practitioners, educators, and the clients of education have no shortage of opportunities. Sound research has much to offer to the clarification of issues, evaluation of programs, formulation of policy priorities, and the effective and equitable allocation of national, state and local resources.

In approaching educational research, important intellectual resources exist--resources which all too often have been ignored. In terms of theory, there have been important advances (e.g., in organization theory, microeconomic theory, community theory, etc.), all of which provide useful adjuncts to educational research. The use of methods not traditionally applied to the study of rural schools also represents an untapped resource (e.g., ethnography, market research, expert informant techniques and social indicator studies). Finally, development of various analytic techniques can help educational research (e.g., multivariate analyses and causal modeling).

There are a variety of reasons why future research on rural schools cannot be a simple extrapolation of past approaches. Fundamentally, the problems identified in this study often do not lend themselves to more traditional and circumscribed research approaches. For example, future studies conducted on rural school consolidation would benefit from analysis by sociologists of the compatibility of communities which make up the district combined with analysis by economists of the benefits achieved through economies of scale. Thus, future studies need to be more inter-

disciplinary. Similarly, understanding children's behaviors in the educational context may call for contributions not only from educators, but from persons with an understanding of pediatric medicine, family law, demographics, and so forth. Thus, future studies should be more interprofessional.

Perhaps one of the critical problems underlying our contemporary lack of perspective on how better to approach educational research in the rural context is the lack of developed theories, ones which have both underlying paradigms and supporting empirical data. Recent developments with respect to "grounded theory" offer promise in this field; i.e., building theory through iterations of data from various studies.

Finally, for a number of years now there has been a rising interest in the application of social sciences to questions of public policy regarding rural communities. Applications of theory and method from such areas as development economics seem quite appropriate to the context of rural education. Policy makers would benefit from research which:

- understands rural students in terms of cognitive, affective, aspirational, attitudinal, and demographic considerations, and as persons who may stay in rural areas or emigrate;
- conceptualizes rural schools as dynamic organizations undergoing adaptation over time, which have a variety of future options they may exercise; and
- analyzes communities as dynamic social systems which serve as independent, dependent, and mediating variables to their schools.

Thus, new theories, methods, and analytic techniques, applied through interdisciplinary and interprofessional approaches, as well as the building of theory from data, will be necessary to satisfy the information needs of policy makers, practitioners, and trainers to better meet the educational needs of rural students, school systems, and communities.

FOOTNOTES

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[2]Policy makers interviewed in this survey included: Mr. Walter Mondale, U.S. Senator from Minnesota; Dr. Walter Turner, Superintendent, Northern Colorado Education Board of Cooperative Services; Dr. Charles Bertram, Director of Evaluation, Appalachia Educational Laboratory; Mr. Frank Chutras, Chief Staff Member, Rural Congressional Caucus; Dr. Hall, Associate Director, ERIC Clearinghouse on Rural Education; Mr. Rex L. Howard, National Coordinator, Urban/Rural School Development Program, USOE; Mr. Rowan Stutz, Northwest Regional Education Laboratory, Portland, Oregon; Dr. Paul Jehlik, Principal Social Scientist, Cooperative Statistical Research Service, USDA; Mr. Richard Clark, U. S. Senator from Iowa; Dr. Lew Tamblyn, Executive Secretary, Rural Education Association; Mr. Leo Soucy, Assistant Commissioner for District Organization and Services, State Education Department; Mr. Merlin Menagh, Administrator in Charge of Approval and Accreditation of Schools, Nebraska State Department of Education; Mr. Dudley Flood, Commissioner of Education, North Carolina State Department of Education; Mr. Herb Steffins, Director, Office of Accountability, Nevada State Department of Education; Mr. Russell Merrell, Coordinator, School Plant and Planning, Utah State Department of Education; Mr. John C. Pittenger, Pennsylvania State Secretary of Education; Mr. Robert O'Brien, State Senator, Vermont State Education Committee; Mr. Ted Carpenter, Executive Director, Broadside Video; M. Gaynelle Begley, former teacher; Mr. Mike Clark, Director, Highlander Center; Dr. Glenn Hoffman, Superintendent, Santa Clara County, California.

[3]Superintendents interviewed in this survey included: Dr. Kenneth Goodwin, Weld County School District (SD), Johnstown, Colorado; Mr. Robert Kennedy, Ramona SD, California; Mr. Thomas Rate, Fort Benton SD, Montana; Mr. M. C. Rodriquez, Jemez Mountains SD, Gallina, New Mexico; Mr. Anthony Scafani, Phoenix School District 4, Oregon; Mr. John Turner, Omak SD, Washington; Mr. Benjamin Belonga, Tyngsboro SD, Massachusetts; Mr. Donald Bow, Lyndonville SD, New York; Mr. Lawrence DeFeo, Woodbine SD, New Jersey; Mr. Howard Kelly, Durham SD, Connecticut; Dr. Leslie Leach, Curwensville SD, Pennsylvania; Mr. Kenneth Sheetz, School Administrative District 08, Vinalhaven, Maine; Dr. William Boyer, Minford SD, Ohio; Dr. Fisher, Red Oak SD, Iowa; Mr. Lauren Hulsizer, Munising SD, Michigan; Mr. Jerry Johnson, Cairo SD, Illinois; Mr. William King, Oconto Falls SD, Wisconsin; Mr. Jim Weixelman, Baileyville SD, Kansas; Mr. A. L. Bankston, New Waverly SD, Texas; Mr. J. D. Barnett, Valley Springs SD, Arkansas; Ms. June Baylor, Bryan County School District, Pembroke, Georgia; Dr. James Bryson, New Albany SD, Mississippi; Mr. Charles Spears, Pikeville SD, Kentucky; Mr. L. G. Walker, Perry County School District, Marion, Alabama; Mr. Dell Burnline, McSwain Union Elementary SD, Merced, California; Mr. Joseph Fahn, Harlowton SD, Montana; Mr. Richard Mariotti, Raymond SD, Washington; Mr. E. P. Messick, Dexter SD, New Mexico; Mr. James Muscat, Gooding SD, Idaho; Mr. G. Mark West, Mammoth Elementary SD, San Manuel, Arizona; Mr. Robert Bellevance, Supervisory Union 20, Gorham, New Hampshire; Mr. John Eldridge, Exeter SD, Rhode Island; Dr. C. Elwood Heugel, Jim Thorpe SD, Pennsylvania; Mr. David Potter, Vergennes SD, Vermont; Mr. Roland Wilson, Sturbridge SD, Massachusetts; Mr. Wright, Mayfield Central SD, New York; Mr. Louis E. Allen, Greenbush SD, Minnesota; Mr. John Hegvik, Karlsruhe SD, North Dakota; Mr. Donavon Leighton, District 95R, Winnside, Nebraska; Mr. Roland Nepoal, Waubay Public School District, South Dakota; Mr. Don Rhoades, Steamboat Rock Community Schools, Iowa; Mr. William Voss, Stockton SD, Kansas; Mr. Bryon, Pewitt Independent SD, Omaha, Texas; Mr. Darvis Estes, Bath County SD, Owensville, Kentucky; Mr. Gerrin, Cushing SD, Oklahoma; Mr. A. A. Knight, Demopolis City SD, Alabama; Mr. Max Watts, Gillette SD, Arkansas; Mr. B. F. Weathers, Bolivar County School District #2, Benoit, Mississippi.

[4]Trainers interviewed in this survey included: Consultants: Mr. Walter Commons, County School District, Arizona; Mr. Peter Lawless, Intermediate District Superintendent's Office, Washington; Dr. Harold Roberts, University of Arizona, Bureau of School Services, Arizona; Mr. Bob Stockton, State Department of Education, Montana; Mr. Edward Fabian, State Department of Education, Vermont; Dr. Richard Lavin, Merrimac Education Center, Massachusetts; Mr. Richard Sparks, BOCES, New York; Mr. Gordon Tate, State Department of Education, New Hampshire; Mr. Dale Dennis, State Department of Education, Kansas; Dr. William Gordon, Marshall University, West Virginia; Dr. Michaelson, Department of Public Instruction, North Dakota; Mr. Carl Miles, State Board of Education, Department of Public Instruction, Iowa; Dr. Sam Alexander, State Department of Public

Instruction, Kentucky; Mr. Babbs, State Department of Education, Division of Instruction, Alabama; Dr. Roscoe Boyer, University of Mississippi, Bureau of School Services, Mississippi; Mr. John Miller, State Department of Education, Arkansas; Deans of Schools of Education: Dr. Bruce Broderius, University of Northern Colorado, Colorado; Dr. H. DeBruin, Eastern New Mexico University, New Mexico; Mr. Earl Ringo, Montana State University, Montana; Mr. Everett Samuelson, University of Idaho, Idaho; Dean Bowers, East Stroudsberg, State College, Pennsylvania; Dr. John Delaney, Oneonta State College, New York; Dr. James Muro, University of Maine, Orono, Maine; Dr. Dana Still, Clarion State College, Pennsylvania; Mr. Elmer J. Clark, Southern Illinois University, Illinois; Dr. John Garwood, Ft. Hayes State College, Kansas; Dr. Dean Savage, Northwest Missouri State University, Missouri; Dr. Lysle Skod, Wayne State College, Nebraska; Mr. James Howell, Morehead University, Kentucky; Dr. Starr Miller, Georgia Southern College, Georgia; Dr. James Patrenos, Livingstone University, Alabama; Dean Fred Vescolani, University of Arkansas, Arkansas; In-Service Trainers: Mr. John Armenia, Ocosta School District, Washington; Dr. Dave Austin, Merced County Schools, California; Mr. Charles Balliner, private consultant, California; Mr. Henry Pasquale, State Department of Education, New Mexico; Dr. Harold Davis, Southern Connecticut State College, Department of Educational Administration, Connecticut; Mr. H. Wells French, State Department of Education, Rhode Island; Mrs. Alice Garside, Massachusetts General Hospital, Massachusetts; Mr. Salvatore Trunco, State Department of Education, Migrant Education Program, New Jersey; Mr. Dennis Bryan, University of Wisconsin, Wisconsin; Dr. Richard Pleoger, Department of Public Instruction, Iowa; Ms. Claudia Prentiss, Northern State College, South Dakota; Ms. June Schaeffer, Marquette-Alger Intermediate School District, Michigan; Dr. Haywood, University of Arkansas, Arkansas; Dr. Presley Pendergrast, Pikeville College, Kentucky; Mr. Max Slaughter, Region VI Educational Services Center, Texas; Dr. Bob Walters, Delta State University, Mississippi.

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